

Johnston-Edgefield-Trenton Middle

1095 Columbia Road
Johnston, SC 29832

Grades	6-8 Middle School	
Enrollment	604 Students	
Principal	Robert L. Heflin, Jr.	803-275-1997
Superintendent	Dr. Sharon W. Keesley	803-275-4601
Board Chair	Sallie Cooks	803-663-6539

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	8	25	5

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Below Average	N/A
2003	Average	Average	No
2004	Average	Average	No
2005	Below Average	Unsatisfactory	No

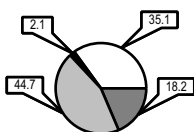
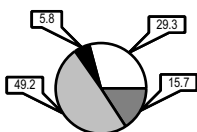
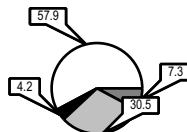
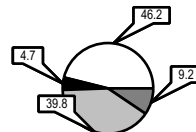
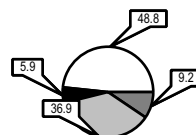
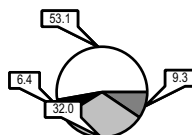
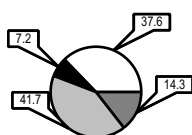
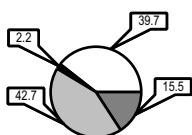
DEFINITIONS OF SCHOOL RATING TERMS





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	600	99.8	35.0	44.8	18.2	2.1	28.3	Yes	Yes
Gender									
Male	309	100.0	44.1	43.4	11.1	1.3	19.9		
Female	291	99.7	25.1	46.2	25.8	2.9	37.5		
Racial/Ethnic Group									
White	191	100.0	18.1	45.8	32.8	3.4	49.2	Yes	Yes
African American	391	99.7	43.2	44.2	11.3	1.3	18.2	No	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	16	100.0	30.8	46.2	15.4	7.7	38.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	465	100.0	25.7	49.1	22.5	2.7	34.2		
Disabled	135	99.3	67.2	29.7	3.1	0.0	7.8	No	Yes
Migrant Status									
Migrant	3	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	597	99.8	35.0	44.8	18.1	2.1	28.3		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	599	99.8	35.0	44.7	18.2	2.1	28.4		
Socio-Economic Status									
Subsidized meals	443	99.8	42.6	45.2	10.4	1.9	18.6	No	Yes
Full-pay meals	157	100.0	12.9	43.5	40.8	2.7	56.5		

Mathematics – State Performance Objective = 36.7%									
All Students	600	99.8	29.2	49.3	15.7	5.8	32.5	Yes	Yes
Gender									
Male	309	100.0	32.7	47.8	13.5	6.1	30.6		
Female	291	99.7	25.5	50.9	18.2	5.5	34.5		
Racial/Ethnic Group									
White	191	100.0	17.5	45.2	25.4	11.9	51.4	Yes	Yes
African American	391	99.7	35.3	51.1	11.3	2.4	23.2	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	16	100.0	7.7	61.5	15.4	15.4	46.2	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	465	100.0	19.4	53.4	19.8	7.4	40.1		
Disabled	135	99.3	63.3	35.2	1.6	0.0	6.3	No	Yes
Migrant Status									
Migrant	3	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	597	99.8	29.3	49.4	15.6	5.6	32.3		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	599	99.8	29.2	49.2	15.8	5.8	32.6		
Socio-Economic Status									
Subsidized meals	443	99.8	34.1	51.5	11.5	2.8	24.0	No	Yes
Full-pay meals	157	100.0	15.0	42.9	27.9	14.3	57.1		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	600	99.7	57.9	30.6	7.3	4.2	11.5
Gender							
Male	309	99.7	60.6	27.6	6.7	5.1	11.8
Female	291	99.7	54.9	33.8	8.0	3.3	11.3
Racial/Ethnic Group							
White	191	100.0	35.6	40.7	13.6	10.2	23.7
African American	391	99.5	68.9	25.8	3.9	1.3	5.3
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	16	100.0	38.5	38.5	15.4	7.7	23.1
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	465	99.8	49.8	36.0	9.0	5.2	14.2
Disabled	135	99.3	85.9	11.7	1.6	0.8	2.3
Migrant Status							
Migrant	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	597	99.7	58.0	30.4	7.4	4.2	11.6
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	599	99.7	57.8	30.6	7.4	4.2	11.6
Socio-Economic Status							
Subsidized meals	443	99.6	67.1	27.3	4.0	1.6	5.6
Full-pay meals	157	100.0	31.3	40.1	17.0	11.6	28.6

Social Studies							
All Students	600	99.5	46.1	39.9	9.3	4.7	14.0
Gender							
Male	309	99.7	50.8	33.0	9.8	6.4	16.2
Female	291	99.3	40.9	47.4	8.8	2.9	11.7
Racial/Ethnic Group							
White	191	99.5	28.4	44.3	17.6	9.7	27.3
African American	391	99.5	55.3	37.4	5.0	2.4	7.4
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	16	100.0	23.1	53.8	15.4	7.7	23.1
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	465	99.6	36.3	47.0	10.8	5.9	16.7
Disabled	135	99.3	79.7	15.6	3.9	0.8	4.7
Migrant Status							
Migrant	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	597	99.5	46.1	40.0	9.2	4.8	13.9
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	599	99.5	46.1	39.8	9.3	4.7	14.0
Socio-Economic Status							
Subsidized meals	443	99.3	54.5	38.2	5.0	2.4	7.3
Full-pay meals	157	100.0	21.8	44.9	21.8	11.6	33.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	182	98.9	42.8	38.9	17.8	0.6	18.3
	7	198	99.5	25.0	50.0	21.9	3.1	25.0
	8	204	99.5	29.5	49.5	20.0	1.0	21.0
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	202	99.5	51.5	35.1	11.9	1.5	13.4
	7	198	100.0	31.0	50.3	17.6	1.1	18.7
	8	200	100.0	22.0	49.2	25.1	3.7	28.8
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	182	98.9	25.6	43.9	20.0	10.6	30.6
	7	198	99.5	23.0	47.4	21.4	8.2	29.6
	8	204	99.5	44.8	40.8	10.4	4.0	14.4
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	202	99.5	24.2	52.1	20.6	3.1	23.7
	7	198	100.0	26.2	44.9	18.2	10.7	28.9
	8	200	100.0	37.2	50.8	8.4	3.7	12.0
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	202	99.5	61.3	25.3	7.7	5.7	13.4
	7	198	100.0	50.8	35.3	9.6	4.3	13.9
	8	200	99.5	61.3	31.4	4.7	2.6	7.3
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	202	99.5	46.9	37.6	10.3	5.2	15.5
	7	198	100.0	59.4	31.0	7.5	2.1	9.6
	8	200	99.0	32.1	51.1	10.0	6.8	16.8

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 604)				
Students enrolled in high school credit courses (grades 7 & 8)	11.9%	Down from 31.1%	11.7%	15.5%
Retention rate	4.3%	Up from 3.0%	3.5%	3.0%
Attendance rate	95.4%	Down from 96.6%	95.7%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.8%	Down from 7.3%	4.8%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.8%	Down from 6.9%	5.4%	4.6%
Eligible for gifted and talented	10.8%	Down from 11.1%	12.9%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	20.2%	Up from 18.9%	13.8%	13.6%
Older than usual for grade	7.1%	Down from 7.8%	5.7%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.9%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 46)				
Teachers with advanced degrees	47.8%	Down from 48.9%	47.8%	51.8%
Continuing contract teachers	89.1%	Down from 91.1%	75.5%	78.1%
Highly qualified teachers	88.1%	Down from 88.9%	88.3%	89.6%
Teachers with emergency or provisional certificates	0.0%	Down from 4.9%	7.1%	6.0%
Teachers returning from previous year	92.6%	Up from 92.0%	84.0%	85.4%
Teacher attendance rate	91.4%	Down from 95.1%	94.7%	94.9%
Average teacher salary	\$41,729	Up 2.9%	\$40,332	\$41,328
Prof. development days/teacher	9.6 days	Up from 5.0 days	11.5 days	11.5 days
School				
Principal's years at school	12.0	Up from 11.0	3.0	3.0
Student-teacher ratio in core subjects	15.5 to 1	Down from 16.6 to 1	21.1 to 1	21.3 to 1
Prime instructional time	84.9%	Down from 90.5%	89.3%	89.3%
Dollars spent per pupil*	\$6,650	Up 5.9%	\$6,129	\$6,022
Percent of expenditures for teacher salaries*	65.5%	Down from 66.5%	60.7%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	84.1%	Down from 86.0%	97.3%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	93.3%		89.4%	
Highly qualified teachers in high poverty schools	91.7%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

At Johnston-Edgefield-Trenton Middle School, we believe that all students should be provided with opportunities for successful experiences. We strive to offer a curriculum that maximizes the intellectual, emotional, social, and physical development of our emerging adolescents. This curriculum requires the dedication and cooperation of parents, students, and school personnel working together for the benefits of all students. We continue to review, analyze, and refine our curriculum in order to provide a comprehensive and challenging educational program for all students.

We are proud of our students and applaud their accomplishments this year. Our students excel in many areas that are helping them become well-rounded citizens. We are home to the District's Spelling Bee Winner, the County's Veterans' Day Essay Winner, and the District's Lt. Governor's Essay Winner. Our Math Counts team did well in competition. Eight of our students were recognized as Junior Scholars and two were identified by the Duke T.I.P. program. Our athletic programs continue to be strong competitors. Three of our band students were recognized as all-region and sixteen of our middle school students marched in the high school band. The high school band was second in lower-state competition and sixth in the state competition, their best finish ever.

Our teachers continue to seek new methods and resources to aid them in improving instruction. Many take summer courses, attend conferences, and participate in book studies. Our teachers have presented at state and national conferences including SC CEC, National School Reform Conference, and the SC Middle School Conference. They continue to look for additional funding sources to purchase needed resources and have been quite successful with grant-writing including, the EIA teacher grants, SRS grants, Dollar General, Wal-Mart, Michael Jordan, and Exxon. Our school is an accredited school with the Southern Association of Colleges and Schools. We continue to be a SC Exemplary Writing School.

J.E.T. Middle School is proud of its history and achievements. We encourage your participation in school activities and appreciate your continued support as we work together to provide the best educational opportunities possible for our students.

Robert L. Heflin, Principal

Teresa Davis, School Improvement Council Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	47	196	64
Percent satisfied with learning environment	93.3%	71.9%	85.9%
Percent satisfied with social and physical environment	91.1%	67.4%	79.4%
Percent satisfied with school-home relations	63.0%	83.1%	79.7%

*Only students at the highest middle school grade level at this school and their parents were included.